

Tips and Tools for Effective Assessment Reporting

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September 14, 2018



Why is Reporting Important?

- Department reports are **READ** by SACSCOC Reviewers. (In other words, they don't fall into a "black hole.")
- The reports are **EVIDENCE** for **SACSCOC** standards. (8.2.a and 8.2.b). Reports document our work for the SACSCOC off-site committee.
- Reports should represent a **ROBUST** and **ONGOING** culture of **CONTINUOUS IMPROVEMENT**.
- Failure to report and reporting errors weaken our evidence for institutional compliance to these standards.
- Fifth Year Report is ALL OFF-SITE. Reports must "tell our story" accurately. If you don't report it clearly, SACSCOC will think it didn't happen.

What to Report?

A few items are **essential for clear documentation**:

1. Student Learning Outcomes (SLOs) that were assessed.
- For each SLO assessed, report the following:
2. The assessment with instrument and benchmark.
 3. Report assessment findings disaggregated by modality.
 - a) Number of students assessed (denominator)*
 - b) Number of students with scores that are satisfactory or higher (numerator)*
 4. Use of Results to **Improve Student Learning**

What might that look like?

BFA Digital Art
Program Review

UNIVERSITY of WEST FLORIDA

Art Department	2018-2019 Academic Year	Assessment Coordinator
		Email
		Office Phone

SLO REPORTING WORKSHEET

Item	Student Learning Outcome	Assessment with Benchmark	Assessment Modality	Number of Student Assessments	Number of Satisfactory or Higher	Percent Satisfactory or Higher	Use of Results to Improve Student Learning
1	Recognize historic styles, their sequences, and the cultural forces that shaped them and apply these to art historical discourse and/or studio practice. (standards)			of class			
2	Communicate a complex idea in spoken, written, or visual form. (communicational)			of class			

How Should I Report My Use of Results?

- Your response should be **brief**.
 - Avoid too many words. If reviewers can't find the "Use of Results" in our responses, they will stop reading and cite as non-compliant. (Upload meeting minutes along with other artifacts as additional documentation.)
- Include enough detail to provide **credible documentation**. Do not produce a "data dump." Think in terms of an executive summary.
- Your response should be **action-oriented**.
 - What changes will the faculty make to pedagogy or curriculum to improve student learning?
- **Refrain** from only **describing the process**.
 - It's great that you have a process, but a recap of the process is not a "Use of Results."

How Should I Report My Use of Results?

- **Report actions taken to Improve Student Learning** rather than plans to improve assessment.
- Improving assessment is important, but not how we should answer **this** question. Include plans for assessment improvement information in your meeting minutes.
- **Reviewers expect to see action plans related to improving student learning.**
- **Report relevant information** and avoid unnecessary details.
 - Disclosing that no one comes to the meeting because it is in the summer, is not a "Use of Results." It is a description of an ineffective process and should be addressed by the department.

Examples Use of Results from *actual* UWF Assessment Reports*

Stronger Evidence

- “Faculty also reviewed the scores for the oral argument assessment in Legal Advocacy.... The data collected reveal that students are in fact achieving and surpassing the minimum threshold expected on this assessment item. Faculty discussed the possibility of a more demanding rubric that would further differentiate performance at higher levels.”

Weaker Evidence

- “Contact the department.”

*All responses are unchanged except for the removal of identifying information.

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Examples Use of Results from *actual* UWF Assessment Reports*

Stronger Evidence

- “We switched from using a publisher’s software for course content to a fully open access platform. As with any major change, this had an impact on confidence of instructors and may have had a temporary impact on students. We have realigned the new materials over the course of the year and expect an improvement in 2018/2019.”

Weaker Evidence

- “Assessment reports from instructors are evaluated by a committee consisting of faculty that makes these decisions. In many cases the instructor makes suggestions in how to remedy shortcomings, either by making changes to the pedagogy or the assessment. Comprehensive curriculum changes are prepared and then discussed with faculty.”

*All responses are edited only for brevity or to remove identifying information.

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Examples Use of Results from *actual* UWF Assessment Reports*

Stronger Evidence

- “Faculty discussed the assessment data and approved the following: ...Use WeBWork for extra problems and workshop problems. Announce and encourage the workshops in each lecture. Compare workshop attendance over sections to determine which time slots received the most attendance. Schedule weekly workshops accordingly...”

Weaker Evidence

- “Assessment Data collected from Spring 2017 and analyzed Summer 2017 will be discussed by the Faculty in a Fall 2017 assessment focused faculty meeting. In the past, the assessments have been discussed in a summer faculty meeting. These meetings, however, usually are poorly attended as most faculty are engaged in research or other activities over the summer. .”

*All responses are edited only for brevity or to remove identifying information.

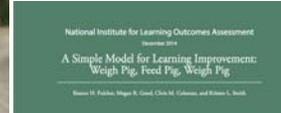
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Why do assessment?

If you don't measure what you value, it won't improve.

Alan Merten, President, George Mason University

A pig won't get heavier just because you weighed it



3/21/2018

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What Can I Do to Help My Department?

- If you are an **administrator**, make assessment a priority.
 - *If you talk about it, it is important.*
- If you are a **faculty member**, make assessment a priority.
 - *Participate and take ownership of program improvement.*
- **Faculty own the curriculum and in turn faculty also own assessment and continuous improvement.**

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What Can I Do to Help My Department?

- Consider a cycle that works, such as:
 - Assess in the fall, analyze and report in the spring.
 - *Schedule faculty meetings to discuss assessment findings when your faculty are available.*
 - CUTLA and IE are available to facilitate the discussions at the department's invitation.
- Review curriculum maps and assessment plans for programs.
 - If your program has 15 SLOs but your department only assesses 1 a year, this doesn't make the case for a robust program of continuous improvement.
 - Encourage a departmental review to update the curriculum map and devise an appropriate assessment plan.

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What Can I Do to Help My Department?

- Encourage the faculty discussion of assessment findings to improve student learning.
 - Offer time and space for this to occur.
 - CUTLA and IE are available to assist upon invitation.
- Use assessment findings for program improvement ONLY.
- Continuous improvement should be our priority at every level.

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Where Do I Get Assessment Assistance for My Program?

- Resources:
 - CUTLA
 - Institutional Effectiveness
- We can...
 - Provide guidance on assessment design and/or alignment to outcomes.
 - Provide guidance on devising assessment plans.
 - **Facilitate program faculty discussions of assessment findings.**

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Don't forget to feed the pig!



Even small changes, implemented over time, can produce significant improvements in student learning and program quality.

Sept 14, 2018

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thank you!



<http://uwf.edu/offices/cutla/>

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